DOCUMENT RESUME

ED 154 962 RC 010 527

AUTHOR	Romero, J. Christian; And Others
TITLE	Facilitator's Manual - Aztlan en Kansas: Asistencia Tecnologica (Technological Assistance to Mexican American People in Kansas.)
INSTITUTION	Kansas State Univ., Manhattan. Coll. of Education.
SPONS AGENCY	Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.
PUB DATE	Jul 77
NOTE	42p.; Developed by the Department of Curriculum and Instruction; For related documents, see RC 010 526-529
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Community Education; Community Leaders; Decision Making; *Leaders Guides; *Leadership Training; *Mexican Americans; Participant Involvement; Program Content; *Technical Assistance; Training Techniques; Workshops
IDENTIFIERS	*Aztlan en Kansas (Asistencia Tecnologica); *Kansas; Technological Assistance Mexican Amer People KS

ABSTRACT

Primary purpose of the program, "Aztlan en Kansas: Asistencia Tecnologica", is to provide technical assistance to Mexican Americans in Kansas in developing leadership skills which could then be applied for the improvement of the whole community. The program utilized a Laubach model in that as a workshop was conducted, community leaders were identified who then agreed to conduct a second workshop. This way a cadre of community leaders reached as many people as possible. Designed to serve as a structure and as a resource for the project, this manual is written in a step-by-step, non-technical format so that it could be used by members of the cadre of community leaders after having participated in at least one workshop. The manual covers: instructions for workshop facilitator--materials and type of meeting room needed, general procedure for working in small groups, how to get started; how to get to know the participants; rules for an effective group; evaluation of individual participants and the whole group; leadership traits; functions and processes of a group; four basic functions of group members; decisions needed to be made; rules for brainstorming; large group priorization of goals; force field analysis; planned action; strategy implementation; plan of action; and workshop evaluation. (NQ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154962

Facilitator's Manual

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

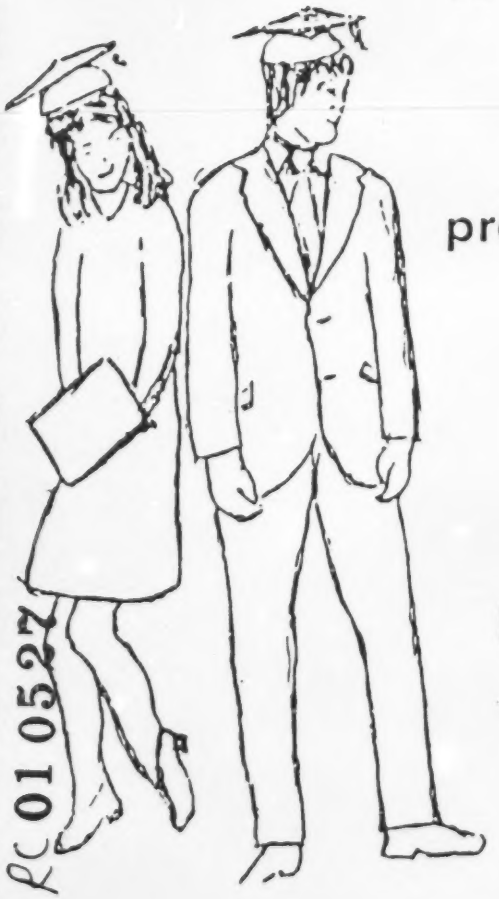
Christian Romero

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

AZTLAN EN KANSAS:
Asistencia Tecnológica
Technological Assistance
To Mexican American
People in Kansas



prepared by:

Dr. J. Christian Romero
Dr. Charles E. Heerman
Ms. Rita Maxine Deyoe

Kansas State University
Manhattan, Kansas

RC 01 0527

July 1977

PREFACE

The Facilitator's Manual - Aztlan en Kansas: Assistencia Technologica (Technical Assistance to Mexican American People in Kansas) was designed for the specific purpose of serving as a structure as well as a resource along with the Leadership Development Workbook and Directorio de Agencias Federales y Estatales Para Americanos de Habla Español for a project initiated through the cooperative efforts of the Curriculum and Instruction Department, College of Education and the Division of Continuing Education at Kansas State University. The project was financed by the United States Office of Education under Title I, Higher Education Act of 1965.

The program entitled "Aztlan en Kansas: Assistencia Technologica (Technical Assistance to Mexican American People in Kansas)" has as its main purpose to provide technical assistance to a target group, Mexican Americans in the State of Kansas in the development of leadership skills which could then be applied for the improvement of the community as a whole. Although the technical assistance was primarily focused on the target group, the community workshop sessions were open to all interested persons in the community.

The program method utilized a Laubach model in that as a Leadership Workshop was conducted by the project, community leaders were identified who then agreed to conduct a seond Leadership Workshop. Through this method a cadre of community leaders conducted follow-up workshops in order to reach as many community people as possible.

In order to accomodate a linguistically and culturally diverse population, the Leadership Training Workshops were conducted using a bilingual multicultural approach.

The Facilitator's Manual was written in a step-by-step, non-technical format so that it could be used by members of the cadre of community leaders after having participated in at least one Leadership Workshop.

Christian Romero

TABLE OF CONTENTS

INSTRUCTIONS FOR WORKSHOP FACILITATOR 2

1. What materials are needed? 2
2. What type of room is needed? 2
3. What is the general procedure for working in small groups? 2
4. How do you get started? 3

WHO ARE YOU? 3

1. Values, needs, and experiences 4

CAN WE WORK TOGETHER? 5

1. Rules for an effective group 6
2. How much did I help my group? 11
3. How effective was our group? 12

HOW CAN WE WORK TOGETHER? 14

1. Leadership traits 14
2. Functions andprocesses of a group 17
3. Four basic functions of group members . . . 18

HOW CAN WE WORK MORE EFFECTIVELY 19

1. Rules for effective group, what the problem is, who is really in the group, what does the group decide, and how did the group decide? . 19
2. What decisions need to be made? 21
3. Rules for brainstorming 22
4. Large group priorization of goals 23
5. Force field analysis 23
6. Techniques for a plan of action based force force field analysis 25
7. What action should we plan? 26
8. The plan of action 27
9. Implementation of strategy 28
10. Plan of action 29

SPECIAL INSTRUCTIONS 30

WHAT HAVE WE ACCOMPLISHED? 31

OVERALL EVALUATION OF THE WORKSHOP 32

INSTRUCTIONS FOR WORKSHOP FACILITATOR:

WHAT MATERIALS ARE NEEDED?

1. Sufficient copies of the Leadership Development Workbook.
2. Overhead projector and screen.
3. Pencils
4. A roll of butcher paper
5. Masking tape
6. Tape recorder (optional)
7. Six felt tip magic markers
8. Gummed name tags

WHAT TYPE OF MEETING ROOM IS NEEDED?

The meeting room should be large enough to accommodate 4-6 working groups with 4-6 members in each group. If possible the room should be equipped with a work table and chairs for each small group.

WHAT IS THE GENERAL PROCEDURE FOR WORKING IN SMALL GROUPS?

1. The Facilitator will divide the large group into 4-6 small groups with 4-6 members in each group.
2. Each small group will then elect a group leader and a recorder.
3. For each task that the group undertakes there will be a brainstorming session. Brainstorming requires that each member of a small group express his/her feelings or make a contribution. Unless each participant feels that they are a worthwhile member of the group, the group will not function.

   a. The group leader asks each for input.
   b. The group recorder will then record each contribution in a brief, but meaningful form. If the recorder is able to use butcher paper and magic marker then the inputs should be listed openly. If not, then the recorder will use pencil and paper.
   c. Discussion of group input is made only after all contributions are listed. Discussion should follow these steps: question-clarification-consensus.

4. Large group meetings following the small group sessions will require that each group's decisions be listed on butcher paper by the facilitator. Differences in the various group decisions should be reduced, if possible, to a consensus. The facilitator will probe and question the large group toward a consensus, but he/she should not force a consensus.

HOW DO YOU GET STARTED?

As the participants enter the room the facilitator and assistants should be immediately on hand to greet the participants. The facilitator should fill out a name tag (first name only) as stated and spelled by the participant. A pot of coffee and some donuts or cookies would be marvelous.

WHO ARE YOU?

"Getting to know you; getting to understand you; getting to accept you; wanting to get along with you even if I never get to like you too much...."

To achieve the above, the facilitator should undertake the following activity:

"Once upon a time you are stranded on a desert island for the rest of your life. There is no way to leave the island and you can never devise a way of leaving. However, you knew this might happen, so you made some preparations. You brought the following with you: (Food, water, and shelter are on the island.)

a. Three books:
   1)
   2)
   3)
b. Three record albums and a stereo: (The island has electric outlets and inexhaustible source of electric energy.)
   1)
   2)
   3)
c. Three persons: (You must assume they are willing to come.)
   1)
   2)
   3)
d. Three luxury items, appliances, etc: (A boat cannot help you leave the island, neither can an airplane.)
   1)
   2)
   3)

"Make a note of your choices and be prepared to discuss the reasons for them. Some can be jokes, you don't have to be completely serious in this game. The purpose of the game is to learn something about each other while we relax and try to learn each others names. Later we will use what we learn in this game to introduce and describe each other."

Do this exercise in small groups if participants arrive simultaneously and can be divided into groups easily.

If participants come a few at a time, either form one small group after another as they arrive (This is probably best; it gets people involved more quickly.); or have participants read and prepare responses; guide them; answer questions; interact with them; then split them up when most seem to have arrived.

Each person tells the small group his/her choices and the reasons for them. When this is done, all persons should form a large group circle. Each person

then "introduces" the small group member next to him/her to the larger group by telling what he/she believes are some values of the other person and perhaps perceptions of his/her personality. The person being introduced then either agrees or disagrees with the introduction. Facilitators must also take part in this game.

Debriefing by facilitators:

1. Whenever people act in a group they do certain things because of their own personal VALUES:
   - ·what they think is important,
   - ·what they think is good,
   - ·what they believe is true or false,
   - ·what they think is beautiful or admirable.
2. Whenever people act in a group they do certain things because of their own personal NEEDS:
   - ·what sort of food, shelter, and social services (medicine, etc.) they want and feel they need,
   - ·what kinds of learning experiences they feel they need,
   - ·what relationships and experiences with other people they feel they need,
   - ·what kinds of social and political organization they want and need,
   - ·what ways they feel a need to express themselves (by talking, singing, writing, dancing, acting in a certain way, having a special role).
3. Whenever people act in a group they do certain things because of their own personal EXPERIENCES:
   - ·to what extent the needs they believe they have are being satisfied in their work and personal life,
   - ·to what extent they have had to go against their values to get what they feel they need.

"In the Desert Island game, we had a chance to learn something about each others values, needs, and, perhaps, experiences. The more of these things we know about members of our groups the better we can work together.

Knowing where each of the other group members is "coming from" will not keep us from disagreeing but it will help us to find reasons for the disagreements and look for ways to compromise on differences. To get cooperation just by agreeing to compromise is not a very good way of working together because then the people who had to give in too much will not really accept the decisions. If everyone knows the reasons for differences, then answers can be found which solve the problem but we can still respect each person's values, needs and experiences."

"So far we are just a bunch of individuals gathered together. In order to become a group we must face and solve a problem together. The first problem we are going to attempt to solve in groups will be different from the one we will try to solve by the end of this workshop. This first problem will be an experiment to find out whether we can work together."

CAN WE WORK TOGETHER?

Leadership skill to be taught:

- Proper methods of advocating ideas and actions.
- Reinforcing ideas in a group.

Program objective:

- Climate setting in groups.

Procedure:

1) Teach to the large group: "Rules for an Effective Group."
   a. Use the eight transparencies.
   b. Show one transparency; discuss and give examples of each rule.
   c. As each rule is covered, require participants to paraphrase each rule in writing in the Leadership Development Workbook.

2) Organize the large group into small groups as per instructions contained on page 1.

3) Bring together the Group Leaders and give them the following instructions:

   "Each of your groups has a situation to deal with. Everyone has a picture of a bathtub in their manual. Your job is to have your group decide what can be done to "improve, modernize, or streamline it." Have everyone in your group find the bathtub, and make suggestions. Make sure everyone makes at least one suggestion. No comments or discussion should be made about the participants' suggestions.
   Your recorder should list all suggestions. KEEP IN MIND THAT THIS IS A FUN EXERCISE -- THE MORE RIDICULOUS THE SUGGESTIONS THE BETTER. Instruct your groups to take a 10-15 minute break prior to commencing the Bathtub Exercise.

4) Following the Bathtub Exercise require each group leader to describe their bathtub.

5) Next have the individual participants fill out the survey: "How Much Did I Help My Group?" Require all participants to list in their manuals, three to five ways they could have helped make their group more effective. These should be based on the survey instrument.

6) Next, in small groups, have the Group Leaders instruct the group to fill out the survey: "How Effective Was Our Group?" Using the brainstorming technique described on page 1, the Group Leader should get from the group suggestions on how the group could have been more effective. These should be listed by the recorder and presented (optional) to the large group.

7) When this is completed, instruct the large group that, "We will next learn how we work together. Take a coffee break, first."

Rules for an Effective Group

1. The people in the group do not ignore serious ideas.

   Each person needs to know what the others think of his ideas. Then he/she can improve the way he/she takes part in the group.

   When other people do not speak, the person in charge does not know if:
   a. they did not understand his remark
   b. they understood it and agreed with it
   c. they understood it but disagreed with it
   d. they understood it but thought it was not important

   When this rule is used, the discussion adds up and the group moves together. If not, the discussion gets spread out, the same points are made over and over, and people feel the group isn't getting anywhere.

2. Members of the group check to make sure they know what a person means before they agree or disagree with what he/she has said.

   The question, "What is it?" should come before the question, "How do we feel about it?" We have to understand before we judge ideas. We have to say the same thing in other words or try to summarize or explain to see if we really understood the idea.

3. Each person speaks only for himself/herself and lets others speak for themselves.

   Each member states his/her reactions as his/her own. He/she does not claim others feel that way or say he/she is speaking for others.

   Each member tells his/her own reactions honestly. He/she knows that unless he is honest with himself, the group cannot take his/her ideas seriously.

4. All ideas belong to the group and can be used, not used, or changed by the group to solve the problem the best way.

   A member who makes a suggestion does not have to defend it against the others. Instead all help evaluate it as the common property of the group.

5. All members help but in different and complementary ways.

   When some members do some tasks others make sure people understand. While some members are providing information, others are making sure it is understood and organized, or are noting points of agreement and disagreement.

   Each member does not participate always in the same way. Instead, each does the job that is appropriate to his/her interest in the task, his/her information and way other group members act.

6. Whenever the group senses it is having trouble getting work done, it tries to find the reason.

   Some symptoms of difficulty are excessive hair-splitting, points repeated over and over, suggestions that are not considered, private conversation in subgroups,

two or three people dominate the discussion, members take sides and refuse to compromise, ideas are attacked before they are completely expressed, and people get apathetic.

When such symptoms occur, the group shifts easily from working on the task to discussing its problems in getting along with each other. This way the members don't stay in the dark about what is going on.

For example, each member of the group may be confused but think he/she is the only one.

7. The group recognizes that what it does is what it has chosen to do. No group can avoid making decisions; it cannot choose whether to decide, only how to decide. Thus, an effective group makes decisions openly rather than by accident.

When a group faces a problem, it must make a decision. It may agree openly to take action. It may agree openly to take no action. It may decide to take no action by deciding not to decide. Deciding not to act by failing to make a decision has the same effect as openly agreeing not to act. However, such decisions seem like failures to group members and create tensions. A group grows more by openly agreeing not to act than by not acting because they could not agree.

The group views each decision as a trial which can be carried out, evaluated and revised in light of experience. The group is aware each decision doesn't have to be everything-or nothing and doesn't have to last forever.

When the group makes a decision which it does not carry out, it recognizes the real decision was not to act, although the apparent decision was to act. The group openly discusses why the apparent and the real decision were not the same. They try to learn why some members agreed with the decision although they felt no personal commitment to carry it out.

The group makes decisions in different ways depending upon the kind of problem and the importance of the solution. The group may vote, delegate the decision to a special subgroup, flip a coin or require complete consensus. The crucial factor is the group agreement on the way it uses to make decisions.

8. The group brings conflict into the open and deals with it.

The members recognize that conflict is inevitable. They know the choice is theirs as to whether the conflict will be open (subject to group control) or disguised (out of control).

The group knows that when people act in ways that get in the way of its work, this happens because the group lets it happen or wants it to happen, not just because of a problem member.

A person who always brings up ideas that are not related to the problem can change the topic only if other members follow his/her lead. Instead of labeling him/her as the problem, the group considers it a group problem. They determine why they all let it happen. Perhaps the other members welcome his/her interruptions as a way of avoiding the open conflict which would occur if they stayed on the topic.

Likewise, the person who talks too much ... jokes too much ... attacks others all the time or never takes part is a sign of a problem shared by the total group. The group needs to discuss it openly as "our problem" to solve the problem and stop wasting its time.

The group gives helpful information to individuals about the effect of their actions on the group. It does not, however, analyse, dissect and work them over as persons.

The Bathtub

What can be done to improve, modernize, or streamline it?

If you wish, use this space to draw your idea of a better bathtub:

Use this space to list your ideas on the bathtub:

HOW MUCH DID I HELP MY GROUP?

	Always	Sometimes	Never
1. I gave some of my ideas without claiming anyone else agreed with them.	1	2	3
2. I asked others to explain their ideas before I decided whether I agreed or not.	1	2	3
3. I listened to the ideas of others (instead of thinking about what I wanted to say next.)	1	2	3
4. I did not object if someone changed part of my ideas.	1	2	3
5. I helped with my own ideas and experiences that were different from other peoples.	1	2	3
6. If things got bogged down, I helped figure out why.	1	2	3
7. I helped get the group to make clear decisions and to say what we decided.	1	2	3
8. I helped bring conflicts out in the open and if I was part of the conflict, I was willing to compromise.	1	2	3

HOW EFFECTIVE WAS OUR GROUP?

	Always	Sometimes	Never
1. All serious ideas were listened to and discussed.	1	2	3
2. Each idea was understood before we decided if it was a good one.	1	2	3
3. Each person spoke for himself or herself. Nobody claimed to speak for anyone else.	1	2	3
4. The group felt free to change and improve the ideas. We did not just "vote" on a person's idea.	1	2	3
5. Each person helped the whole group in his or her own best way.	1	2	3
6. If we got bogged down, we tried to find out why.	1	2	3
7. We made clear, open decisions - even if the decision was to do nothing.	1	2	3
8. Conflicts were discussed honestly and we figured out compromises to take care of them.	1	2	3

I could have helped my group more if I had:

1. _____

2. _____

3. _____

4. _____

5. _____

Our group could have been more effective if we had:

1. _____

2. _____

3. _____

4. _____

5. _____

HOW CAN WE WORK TOGETHER?

Leadership skills to be taught:

Proper methods of advocating ideas and actions.

Program objective:

Interactional Analysis of Group Processes.

LEADERSHIP TRAITS

"You have evaluated yourselves and your groups and decided you can work together."

"Now we are going to practice some techniques for working together effectively."

(Start tape recorder.)

"Since this is a Leadership Development Workshop, let's try to find out what a leader is. Let's start by hearing each other's opinions."

"I want to emphasize that there is no one correct answer to the question "What does a leader do?" With that in mind, Mr. (Miss or Mrs.)_____ (choose someone who has been rather quiet.) What do you think a leader is?"

GO AROUND THE CIRCLE. (Large Group.) Reinforce each person's contribution in a positive fashion. ("Yes, I like that idea." "That's a good point." "Yes, that's an interesting suggestion.", etc.)

PLAY BACK RESPONSES after all have contributed. All must contribute. If they agree with what someone else said they should restate the idea in their own words. Facilitators must participate in this exercise.

COMPLIMENT the group on their participation. "I think we have come up with some very interesting ideas here."

"Now let's consider some other ideas about what leaders are and do. Let's do the exercise entitled "LEADERSHIP TRAITS" very quickly. Then we will compare answers to see how well we agree on these questions."

LEADERSHIP TRAITS

		Agree	Disagree
1.	A group will make good decisions if the leader is wise and gets the group to go along with him or her.	____	____
2.	A group will make good decisions if the leader gets each member to make a maximum contribution.	____	____
3.	A group will work better if the leader sets the goals beforehand.	____	____
4.	A group will work better if the whole group participates in setting the goals.	____	____
5.	A group will work best if one person is clearly in charge at all times.	____	____
6.	A group will work best if different people take charge whenever they feel they should.	____	____
7.	A leader should have higher status than the rest of the group.	____	____
8.	A leader should get all members to respect each other equally.	____	____
9.	A leader should have more knowledge than the other group members.	____	____
10.	A leader should encourage all members of the group to share all their knowledge and opinions.	____	____
11.	A leader should be able to tell people what to do and know they will do it even if they disagree.	____	____
12.	A leader should do what the group wants even if he or she disagrees.	____	____

Discussion of the responses to "Leadership Traits."

These are paired items; if you agreed with No. 1; you probably disagreed with No. 2, and so on.

Did some persons have two marked "Agree" together or two marked "Disagree"?

Why did you feel this way?

Is the idea not clear?

Are some of these pairs not really opposites?

Which ones?

Why?

Discuss.....

Take a coffee break.

FUNCTIONS AND PROCESSES OF A GROUP:

1. Discuss: "Four Basic Functions of Group Members."

   a. Show transparency.
   b. Discuss, question, clarify, give examples....
   c. Have participants paraphrase each in writing in their workbooks.

2. Replay the tape of participants defining leadership. Stop after each interchange of conversation and ask the group to suggest which function the speaker just heard was describing.

3. Coffee Break

4. Do: "How Can We Work More Effectively? Group Process Stages", as per instructions.

5. Finish with: "Group Processes and Functions" (Evaluation Statement) Combine this with a coffee break.

Some people feel there are four basic functions members of a group must have if the group is going to be effective:

FOUR BASIC FUNCTIONS OF GROUP MEMBERS:

1. An organizational or OUTSIDE LEADER (status leader) the person who answers to outside forces for the group once a decision has been made and who can motivate, praise, encourage, stimulate and organize the efforts of the group.

2. One or more (or all members) INSIDE LEADERS (emergent leaders); persons who do all the same things as the OUTSIDE leader except speak for the group outside the group.

3. A recorder or REPORTER: a person who keeps track of what happens and summarizes the group's decisions. This person concentrates on the ends the group is seeking.

4. One or more OBSERVERS: persons who pay attention to how efficiently the group is functioning. These persons make sure the processes are working to reach decisions. They concentrate on disciplining themselves (first) and others in the group to use appropriate means to reach decisions which include the contributions of the whole group. All members of the group should share in this function.

5. An optional fifth function is that of RESOURCE PERSON; someone who is not directly concerned with the problem, but who can contribute specialized experience, information, or facts that will help the group members in their processes. This person cannot tell the group what they should do. He or she can only tell or show a series of possibilities based on others' or his/her own experiences. The RESOURCE PERSON should have no vested interests in persuading group members to make a particular decision.

HOW CAN WE WORK MORE EFFECTIVELY? GROUP PROCESS STAGES:

1. Know the RULES FOR AN EFFECTIVE GROUP. Here the facilitator should have the participants return to the first part of the manual and review the rules for an effective group. The facilitator should ask for examples. The facilitator should also impress on the group that knowing the rules is the first step in the group process.

2. Make sure everyone knows WHAT THE PROBLEM IS. (Definitions stage). The facilitator should state that this is the second step in the group process. Emphasis should be placed on the fact that not only must all members in a group KNOW what the problem is, they should also AGREE on what the problem is. Unless this happens any efforts on the part of the group will fail since the group will be working on different problems.

3. Make sure everyone is ready to contribute--WHO IS REALLY IN THE GROUP? This third step is fundamental. It is basic to this workshop; therefore, at this point the facilitator should ask the group to contribute suggestions or solutions to a problem. Sample problem: How can they get off the Desert Island? When suggestions are made record all the ideas. Allow no discussion. All members must contribute even if repetition occurs. No one should be allowed to explain or support particular ideas at this stage.

4. WHAT DOES THE GROUP DECIDE? Decide on one idea, or decide that no solution exists. In pointing out to the group that this is the fourth step in group processing, the facilitator should continue with the group's suggestions for getting off of the Desert Island. Encourage everyone to discuss the merits of the ideas as ideas with no concern for whose ideas they were originally. Alter the better ideas until all can accept one of them. Decide on one idea or decide that no solution exists. State the decision.

5. HOW DID THE GROUP DECIDE? Evaluate the adequacy of the decision and how it was reached. Here the facilitator should simply emphasize that every group, as a final step in group processing, should judge what they have accomplished.

TO THE GROUP LEADERS:

"Using the techniques above, work as a group to decide where the group should hold a meeting (of the group) to plan a community Christmas Party."

"Keep in mind that you will be expected to evaluate your group (and yourself) in terms of: FOUR BASIC FUNCTIONS OF GROUP MEMBERS, and
GROUP PROCESS STAGES."

"You will only have 15 minutes to do this, so work efficiently."

Time the exercise. After 15 minutes, require groups to stop work as groups and complete the: GROUP PROCESSES AND FUNCTIONS EVALUATION STATEMENT.

The statements are to be given to the facilitators for them to read during the break, then they are to be returned to their writers.

GROUP PROCESSES AND FUNCTIONS
(Evaluation Statem nt)

1. Did your group choose an OUTSIDE LEADER? If so, did he/she fulfill the functions listed?

2. How many INSIDE LEADERS did your group develop? Which of the functions listed did they fulfill?

3. Did your group choose a REPORTER? Did he/she fulfill the functions listed?

4. How many in your group acted as OBSERVERS? Which of the functions listed did they fulfill?

5. Did anyone take the role of RESOURCE PERSON? Why or Why not?

_____

_____

_____

_____

6. Did the group define the problem at the beginning? _____

7. Did everyone contribute? _____

8. Did the group reach a decision? How? Was everyone satisfied with the decision?

_____

_____

_____

_____

9. Look at the list of LEADERSHIP TRAITS again. Assume that nos. 2, 4, 6, 8, 10, and 12 are desirable behaviors. For each of these, indicate whether your group appeared to have that attitude or not. Mark a plus (+) for statements that were apparently true in your group's work. Mark a minus (-) for those your group did not appear to believe in.

#2_____
#4_____
#6_____
#8_____
#10_____
#12_____

total +'s _____
total -'s _____

10. Based on your answers to no. 9 (above) how well do you feel your group is working?

_____

_____

_____

_____

WHAT DECISIONS NEED TO BE MADE

Leadership skills to be taught:

Analyzing community values.
Setting community goals.

Program objectives:

Needs assessment by the group.
Data gathering techniques.
Group planning and prioritizing.
Defining goals and objectives by the group.

1. Do the "Brainstorming Exercise" as per instructions. (Helicopter)

2. Prioritize the ideas as per "Rules for Prioritizing."

3. Take a Break.

4. Do the "Force Field Analysis."

Brainstorming of Possible Goals (Small Group)

This is not a decision-making exercise. This is a "Let's get out all of the possible ideas."

The RULES FOR BRAINSTORMING are:

1. All ideas are worth writing down.
2. There is no such thing as a silly or impractical idea.
3. No ideas can be discarded.
4. No detailed explanations can be made -- just the bare idea.
5. The ideas don't have to be completely clear.

"It is now 1980. You are in a helicopter looking down at your community. The roofs are off all the buildings so you can see everything that is happening. LIST ALL THE GOOD things which you see happening."

Do this in your small groups. Select an OUTSIDE LEADER and a REPORTER. Everyone should be an INSIDE LEADER and an OBSERVER. When the Outside Leader, along with the Reporter, has listed everyone's vision on butcher paper, then through group processes, each small group should eliminate all but three "visions." The three visions should be good things, but at the same time should be "DOABLE" things. Use RULES FOR PRIORITIZING:

1. It's all right to combine ideas.
2. It's all right to alter ideas.
3. It's all right to reword ideas.
4. It's all right to add to ideas.
5. The ideas belong to the group, not to individual persons.
6. Only vote on ideas as a last resort, try to talk until you can agree.

Allow 30-45 minutes for completing this exercise. Take a coffee break.

LARGE GROUP PRIORITIZATION OF GOALS:

Following the break, call the participants back into a large group setting. Have the OUTSIDE LEADER of each small group report the three top priorities for his/her group. All ideas should be listed on butcher paper by the Facilitator. Through group processes, the Facilitator should contrive to have the large group eliminate all but 1 - 3 of the goals. Again the stres should be put on the DOABLE goals: Depending on how many goals are left, the facilitator will then go to FORCE FIELD ANALYSIS. If the large group will not reduce the possibilities to less than three then the analysis must be done on all three. There are sufficient forms in the workbooks for 3 force field analyses.

FORCE FIELD ANALYSIS:

For the 1 - 3 remaining goals, the group facilitator should require a listing of all of the (+) forces (forces that favor the goals) and all of the (-) forces (forces which oppose the goal).

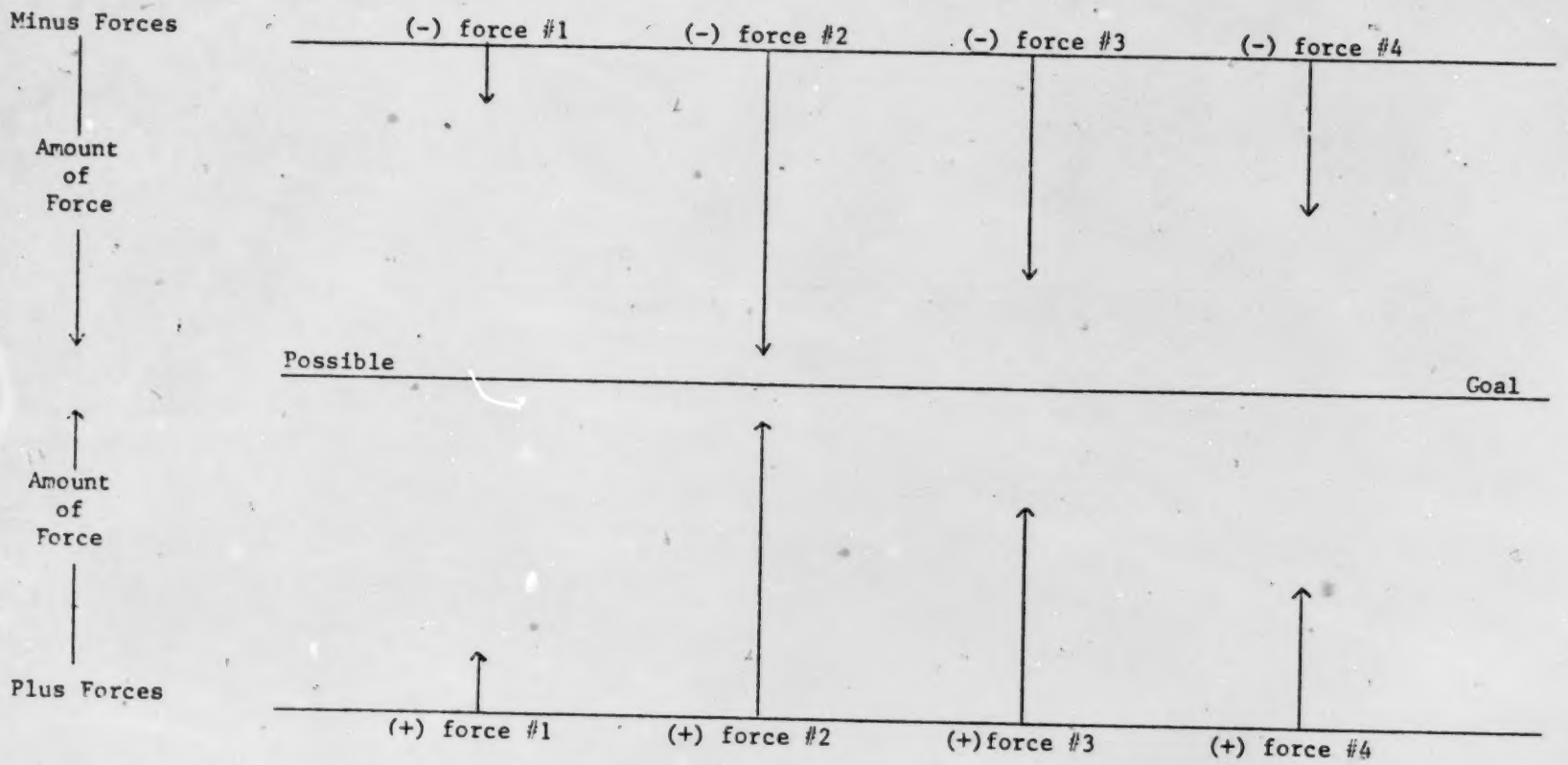
By compromise and discussion then, the list will be eliminated down to four of each type of forces.

(break)

Next the large group should return to the small group. The group leader, again through group processes should require the participants to assign relative strengths to the (+) forces and to the (-) minus forces. To do this, the goal is written on the horizontal line of the Force Field (found in each participants' workbook). Through group discussion, the negative forces, for example, must be written in along the downward pointing arrows. The longer the arrow, the greater the force. The same must be done for the (+) forces.

Once this is accomplished then the small groups return to the large group. The facilitator should have reproduced the force field analysis graph on butcher paper. Again, through group processes the Facilitator should require consensus on the arrangement of positive and negative forces. (weak and strong)

THE FORCE FIELD



This exercise is a very structured form of what happens when people actually work together in an effective fashion. However, for really important problems this is a helpful technique to get things out in the open and be able to plan strategies to deal with conflicts and stumbling blocks to action.

Once the force field analysis has been done, we can discuss ways to increase positive forces and decrease or eliminate negative forces.

TECHNIQUES FOR A PLAN OF ACTION BASED ON FORCE FIELD ANALYSIS:

1. Brainstorm ways of eliminating or diminishing the strongest negative force.

2. Brainstorm ways of increasing the strongest positive force. (Capitalize on your gains.)

3. Discuss ways of combining strong positives. (Unity is strength.)

4. Discuss ways of dividing or keeping apart negative forces. (Divide and conquer.)

5. Discuss ways of turning negative forces into positive ones.

6. Discuss ways of removing negative forces before they take effect.

---

*It is often easiest to begin with the last technique listed above.

WHAT ACTION SHOULD WE PLAN?

Leadership skills to be taught:

Selection and involvement of community organizations and individuals.
Utilization of formal and informal organizations.
Recruitment of volunteers.
Public relations with the larger community including group image.
Public and private funding of projects.

Program objective:

Implementing the design.

1. Using transparency and overhead, discuss PLAN OF ACTION and IMPLEMENTATION STRATEGY.

2. Returning to the large group "Force Field" decision, require small groups to work out "A Plan of Action."

3. Take a well-deserved break.

4. Return to large group. Through group processing reach consensus on "A Plan of Action."

5. Return to small group for work on "Implementation Strategy."

6. Take a second well deserved break.

7. Large group must then concur on a specific "Implementation Strategy."

8. Finish with an evaluation to determine if the plan will really work: CRITERIA AFFECTING IMPLEMENTATION OF A PLAN OF ACTION.

THE PLAN OF ACTION:

When the problem has been identified, defined, prioritized and the positive and negative factors affecting its accomplishment analyzed, it is time to make a PLAN OF ACTION (use included format).

A PLAN OF ACTION must include a specific IMPLEMENTATION STRATEGY. Detailed decisions must be made about these parts of the strategy.

1. What needs to be done?
2. Who will do it?
3. With what? Where? How much?
4. By when? (DEADLINES)
5. How will we know when we have done it?

(use included format)

When the Plan of Action and Implementation Strategy have been agreed on, it is a good idea to evaluate whether or not the Plan and Strategy are likely to be effective.

One way to judge this is to compare the PLAN and STRATEGY to:

CRITERIA AFFECTING IMPLEMENTATION OF A PLAN OF ACTION

1. People who determine the success of the plan must believe the goals are important.

2. They must believe it is practical and possible.

3. They must believe all those affected by the plan will benefit in some way.

4. They must have an active role in implementing the plan and be made to feel responsibile for the results.

5. They must have some experience and learning to alter the way they see things to allow them to see the implementation of the plan as part of reality.

IF THE OTHER CRITERIA CANNOT BE MET:

6. They must see implementation of the plan as less threatening than continuing things as they are.

*This evaluation can be handled by discussion, question, clarification. (Facilitator and Large Group)

AN IMPLEMENTATION STRATEGY

WHAT DO WE DO TO INCREASE POSITIVE FORCES?	WHO WILL DO IT?	WITH WHAT? WHERE? HOW MUCH?	BY WHEN?	WHEN WE HAVE ACCOMPLISHED OUR GOAL, HOW WILL WE KNOW I
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
WHAT DO WE DO TO LIMIT NEGATIVE FORCES?				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

A PLAN OF ACTION

WHO WILL BENEFIT?	WHAT ARE THEIR NEEDS?	WHAT ARE THE TOP PRIORITY GOALS?	WHAT CAN WE DO TO INCREASE POSITIVE FORCES?	WHAT CAN WE DO TO LIMIT NEGATIVE FORCES?

SPECIAL INSTRUCTIONS

If at all possible, proceed with the plan of action and implementation strategy before the evaluation portion of the workshop.

SUGGESTIONS:

1. Write a press release.
2. Draft a letter to the school board, local housing authority, employment office, or medical complex.
3. Have participants telephone specific community people.
4. Initiate a writing/work session on a state or federal proposal.
5. Plan another workshop/work session.
6. Generate a series of request for information and letters of support to local, state, and federal agencies.
7. Do the same for private associations and organizations.

WHAT HAVE WE ACCOMPLISHED?

Leadership skill to be taught:

Evaluation in achieving goals.

Program objective:

Evaluation of achievement.

As a final activity in the workshop the Facilitator will require all participants to fill out the, "Overall Evaluation of the Workshop."

A brief discussion should follow, in order that participants may make other comments not covered by the evaluation form.

OVERALL EVALUATION OF THE WORKSHOP

Name _____ Address _____

Telephone(s) _____ _____

In this space write a brief story of your life, and what you plan to do in the next five years:

1. List and comment on three things you liked about the workshop:

   a.

   b.

   c.

2. List and comment on three things you didn't like about the workshop:

   a.

   b.

   c.

3. What do you think the facilitator(s) expected you to learn from the workshop? (List 1-3 things.)

   a.

   b.

   c.

4. What did you actually learn? (List 1-3 things.)

a.

b.

c.

5. If you could do the workshop over, would you make changes in any of the following? If so, please explain in the space below:

____a. organization of workshop activities.

____b. choice of facilities (meeting place).

____c. time of day.

____d. choice of facilitators.

____e. choice of participants.

_____

_____

_____

_____

_____

_____

_____

6. Do you feel any of the activities should be changed? Mark (+) beside those you thought were helpful and (-) beside those you did not feel were useful.

____ "Getting to Know You"

____ "Can We Work Together?"

____ "How Can We Work Together?"

____ "What Decisions Need To Be Made?"

____ "What Action Should We Plan?"

____ "What Have We Accomplished?"

7. What other things do you think should have been done?

8. What should be done in a follow-up workshop?

9. Would you like to participate in a follow-up workshop?

Yes _____ No _____

10. Would you like to be a facilitator for workshops like this one?

Yes ____ No ____. If you answered "yes" what, if any, additional preparation would you need before you would feel ready to facilitate a workshop?

	Male	Female
Age		
Under 21	_____	_____
21 - 35	_____	_____
36 - 55	_____	_____
Over 55	_____	_____
Educational Level		
Elementary	_____	_____
Junior High School	_____	_____
High School	_____	_____
College below baccalaureate	_____	_____
Baccalaureate	_____	_____
Graduate or Professional	_____	_____
Occupational Classification		
Professional	_____	_____
Semi-Professional	_____	_____
Skilled	_____	_____
Semi-skilled	_____	_____
Unskilled	_____	_____
Other (specify)	_____	_____